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ABSTRACT

A Labor/Management Committee of the Board of Trustees of the Connecticut Community-Technical Colleges prepared the Faculty Development and Review Plan (FDRP). The FDRP was developed for use within the Connecticut Community-Technical Colleges and as a guideline by which the faculty's performance is to be rated and improved. The goals of the FDRP are to establish an evaluative process for faculty, to have an information base for supervisors, and to form the basis for fair personnel decisions. Faculty members are expected to manifest a minimum degree of instructional excellence as defined in the Statement of Instructional Excellence in four categories. The categories are: (1) motivation and the ability to motivate others; (2) interpersonal skills; (3) knowledge base; and (4) skill at applying that knowledge. Four methods are used to evaluate those qualities. Students' ratings conducted in sections taught by faculty are one method. Another is instructional observation, in which a syllabus or outline of the faculty member's course is evaluated. The third, self-appraisal, has the faculty member rate his/her own effectiveness. The fourth, overall performance, is an evaluator's written evaluation of the faculty member's strengths and weaknesses concerning the four categories of instructional excellence, and a conference between the evaluator and the faculty member. All faculty members are expected to develop and update an individual professional development plan in collaboration with the supervisor. Appended are the Statement of Instructional Excellence, performance standards and indicators, and sample forms. (JA)

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ED 434 715

Connecticut
Community-Technical Colleges

Faculty Development and Review Plan (FDRP)

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PHILOSOPHY OF THE FACULTY DEVELOPMENT AND REVIEW PLAN

The Following plan, prepared and adopted by a Labor/Management Committee of the Board of Trustees, embodies our philosophy for the development and appraisal of faculty performance.

RATIONALE STATEMENT

The committee believes that an ongoing comprehensive program of professional development and appraisal must be carried out according to a systematic plan in order to insure continuous improvement of performance and to provide a positive environment for assessing and improving the effectiveness of the instructional process.

We believe that the primary responsibility of the faculty is to provide instruction which will enhance student learning. We further believe that faculty members are responsible for their own professional growth. The supervisor's responsibility is to help provide an atmosphere that encourages instructional excellence. The Statement of Instructional Excellence is attached as Appendix A.

We believe that effective and objective evaluation of instructional performance will be accomplished by gathering and analyzing data from the instructor, students and supervisors. Evidence provided during the review is linked to a set of standards as found in Appendix B.

The purposes of the Faculty Development and Review Plan within the Community-Technical Colleges are:

1. To establish an evaluative process for faculty which promotes goal setting, identifies areas of strength, recognizes and acknowledges superior performance and identifies areas that need improvement.
2. To provide an information base that will help supervisors work collaboratively with individual faculty members to improve their performance.
3. To form the basis of fair and reasonable personnel decisions in accordance with the Collective Bargaining Agreements.

DEFINITION of TERMS

Standards are commonly agreed upon measures used in the review of faculty performance and the quality of instruction.

Process is how, when, and by whom the instruments are used in the review of faculty performance and quality of instruction.

Instructional Setting is the way instruction is conducted, and refers to a classroom, laboratory, studio, or clinical site.

Items are questions or statements found in the various evaluation forms (student ratings, instructional observation, or self-appraisal).

Evaluator is a supervisor such as a division chair, department chair, or program coordinator or other person designated by the employer.

NOTIFICATION AND CYCLES FOR REVIEWS AND REQUIREMENTS

The College President will notify faculty members who are scheduled for an evaluation by October 1st of a given academic year or later for mid-academic year hires.

The cycles for review and requirements follow for all faculty members.

1. The first-time, full-time faculty member will be evaluated in his/her first-appointed semester by the student ratings, an instructional observation, a modified self-appraisal (using only questions three and four) and overall performance review. If deficiencies are noted, a re-evaluation will be conducted the following semester.
2. The second-year, full-time faculty member will be evaluated during the first semester of his/her second year by the student ratings, an instructional observation, a self appraisal explaining the goals that were achieved from the previous year's self-appraisal statement and overall performance review.
3. After the second year, a full-time faculty member is evaluated every two years until tenure by the student ratings, an instructional observation, a full self-appraisal and overall performance review.
4. A tenured faculty member is evaluated every three years by the student ratings, an instructional observation, a full self-appraisal, and overall performance review.
5. Student ratings will be conducted in all sections taught by full-time faculty, every semester.
6. Student ratings will be conducted in all sections taught by part-time faculty every semester. An instructional observation may take place on a periodic basis or as necessary. A college may elect to include an overall evaluation summary as part of the process.

OVERVIEW OF THE APPROACH

The Faculty Development and Review Plan is philosophically anchored by the Statement of Instructional Excellence (Appendix A) and overall professional obligations of teaching faculty. The statement of instructional excellence details the qualities and characteristics of faculty members who demonstrate instructional excellence. Four aspects of instructional excellence are addressed: (1) intrinsic motivation and the ability to motivate others, (2) interpersonal skills, (3) knowledge base, and (4) skill at applying that knowledge base.

Minimum Guidelines for Performance Standards and Indicators (Appendix B) derived from each of the above aspects provide a framework for conducting the review and analyzing the evidence collected during the review. Items in the three review instruments (student ratings, instructional observation, and self-appraisal) correspond to selected standards. In addition, the full set of standards is addressed in the overall performance instrument.

STUDENTS' RATINGS

The students' ratings of instruction provide valuable information for understanding and assessing instructional effectiveness. The opinions, perceptions, and reactions solicited from students are to be considered along with other observations by the evaluator. There are five forms for different instructional settings (classroom, clinical, laboratory, studio or ESL). The items on these forms are listed in Appendix C.

Responsibilities and Approaches

Student ratings will be conducted in all sections taught by full-time and part-time faculty every semester.

The college will have a policy concerning the administration, collection, and processing of the forms. Included in this policy will be sets of identification codes for instructors and courses that will be used on each student rating form. A sample college policy appears in Appendix C.

The evaluator will receive the completed forms to review for student comments. The evaluator may make personal notes based on student written comments. These notes may be used to refresh the evaluator's memory and shall be appropriately reflected in the overall evaluation. At the option of the evaluator, a written summary of the student comments may be placed in the faculty member's professional file following established procedures. Copies of the statistical report will be given to the Dean and the evaluator. Completed student forms are returned to the instructor at the end of the semester, after final grades are submitted.

Students enrolled in clinical courses are to be surveyed at the college and not at the clinical training site. College policy should specify how forms will be administered to students enrolled in clinical courses.

A copy of the summary statistical report will be placed in the faculty member's professional file each semester. Pertinent student comments may be noted by the supervisor.

INSTRUCTIONAL OBSERVATION

The instructional observation process consists of a pre-conference, the observation for a minimum of 50 minutes and a post-conference. Instructional observation items may vary depending upon the type of teaching setting (classroom, clinical, laboratory, studio, or ESL). The instructional observation forms, suggested guidelines and an example are found in Appendix D.

Responsibilities and Approaches

Prior to the pre-conference, the evaluator and faculty member will agree on a date and time for the instructional observation, and the faculty member will submit a current course syllabus or outline for the class to be observed. The course syllabus or outline will contain the focus of the course instructional objectives, and expected outcomes.

During the pre-conference, the faculty member and evaluator will discuss:

- in general, the overall process of the evaluation, the teaching approaches used in other courses compared to the course to be observed,
- in particular, the instructional objective(s) for the instructional session to be observed, and the strategies used to accomplish the objective(s), and
- decide on the best block of instructional time to observe where the four categories of standards can be addressed.
- A faculty member need only be observed on one setting, e.g., class or laboratory.

During the observation, the evaluator will take notes to use as the basis for answering the questions listed on the appropriate form (classroom, clinical, laboratory, studio or ESL). The evaluator is expected to spend at least 50 minutes observing.

The evaluator will hold a post-conference with the faculty member. For this conference, the evaluator will use the summary narrative to discuss areas of strength and to provide suggestions for improvement.

SELF APPRAISAL

The self-appraisal provides an important opportunity for the faculty member to evaluate professional goals and teaching effectiveness. The self-appraisal form, suggested guidelines and an example are found in Appendix E. Guidance for constructing responses to the self-appraisal statements/questions can be sought from the Academic/Learning Dean, the respective evaluator, or other qualified persons as designated by the Academic/Learning Dean.

OVERALL PERFORMANCE: THE EVALUATION SUMMARY

The overall performance summary consists of paragraphs citing areas of strength and areas for improvement in instruction and professional obligations of the faculty member. The written comments should refer to the standards. The overall performance form, guidelines and an example are found in Appendix F.

Responsibilities and Approaches

The evaluator will write narratives on the faculty member's areas of strength and areas that need improvement in instruction and professional responsibilities. The narratives are written to address the four categories of standards (motivation of self and students, interpersonal skills regarding interactions with students and colleagues, knowledge base regarding student learning and of one's discipline, and skill at applying that knowledge base by promoting independent and critical thinking of students and assessing their progress in learning).

The narratives provide a framework for the evaluation summary conference between the evaluator and faculty member. The conference should be approached in a positive manner. First, the evaluator summarizes the faculty member's areas of strength. Second, the evaluator discusses the areas that need improvement. The focus of the conversation should be on the impact of the instructor's teaching on student learning.

The evaluator is expected to confer with the faculty member at the end of the semester in which the evaluation took place. However, in the event that the evaluator and faculty member cannot meet by the end of the evaluation semester, the summary conference can be delayed until the beginning of the following semester.

PROFESSIONAL DEVELOPMENT PLAN

All full-time faculty members are expected to develop and update an individual professional development plan in collaboration with the supervisor. This plan should address the performance standards specifically and be based on a realistic set of objectives for the next evaluation period. It is expected that the plan will be consistent with departmental, college and system goals.

Given an "adequate but needs improvement" or "unsatisfactory" evaluation, the faculty member in consultation with the supervisor develops strategies for improvement. The Improvement Plan should consider the specific area(s) where concerns were noted, planned activities to correct the rating, dates for accomplishing each of the activities, and a post-review date as appropriate. The Plan should also list the resources that will be utilized to carry out the objectives of the Plan. While a consensual plan reflective of agreement between the evaluator and the faculty member and approved by the Academic/Learning Dean is desirable, it is recognized that this type of agreement may not be possible. In the event of a dispute, the Academic/Learning Dean will establish the Plan.

DISPOSITION OF FORMS

Primary evidence from the evaluation will be placed in the professional file of the faculty member and kept for a minimum of ten years.

Primary evidence to be kept is:

- student rating statistical reports from every semester during the evaluation period. A supervisor prepared summary of student comments may be included at the supervisor's option.
- instructional observation summaries,
- self appraisal
- overall performance reports, and
- professional development plan, which incorporates the improvement plan as appropriate.

APPENDIX A

STATEMENT OF INSTRUCTIONAL EXCELLENCE CONNECTICUT COMMUNITY-TECHNICAL COLLEGE SYSTEM

STANDARDS OF INSTRUCTIONAL EXCELLENCE

The qualities and characteristics of effective faculty who demonstrate instructional excellence are described in four categories: (1) intrinsic motivation and the ability to motivate others, (2) interpersonal skills, (3) knowledge base and (4) skill at applying that knowledge.

Assumptions

Three assumptions provide a framework upon which the standards of instructional excellence are built.

(1) All Connecticut Community-Technical College faculty are dedicated to the teaching/learning process. Imparting knowledge and skills, providing a framework and strategy on how best to think through complex problems, preparing students for future educational and professional challenges and assuring student success are the primary goals of a faculty member.

(2) This description of instructional excellence is not intended to be a job description. Faculty who have demonstrated an instructional approach in the classroom which is judged to be of an excellent quality also make significant contributions to the college outside of class. These activities include the development of new curricula and courses, taking an active role on college committees and task forces, advisement of students, and community involvement.

(3) These standards of instructional excellence are not designed as an evaluation instrument. The qualities of instructional excellence have been written with the belief that these faculty characteristics promote student success. It is anticipated that the evaluation system would be based on these standards.

MOTIVATION

Excellent Connecticut Community-Technical College faculty are dedicated to their profession in higher education and to the mission of their respective institution. Their greatest concern is for student learning. Faculty are highly motivated to achieve excellence and to strive to motivate students to reach their educational and personal goals. Excellent faculty are enthusiastic about their work. Enthusiasm is considered by faculty, administration and students to be a primary motivational factor. Faculty manifest

this enthusiasm and inspiration in a variety of ways. They communicate their deep abiding interest in their particular discipline and the satisfaction they themselves have gained through broadening their knowledge base. Faculty demonstrate this enthusiasm in their profession by eagerly working in a personal way with students, prospective students and former students to help them achieve their individual goals. Faculty build in students a sense of accomplishment when students demonstrate their learning. They instill in students the desire and self-confidence needed to expand and improve their learning. In short, faculty communicate the values and satisfactions to be gained in the teaching/learning activity. Excellent faculty set challenging individual and collective performance goals for themselves. These goals address not only learning activities, but also other specific academic responsibilities and areas of professional involvement. They continually strive to increase their currency in their field and to perfect skills, practices and procedures. In so doing, they serve as positive role models for students and colleagues. Excellent faculty also set challenging performance goals for students. Faculty communicate to students that progress is not made without a substantial cost in time, effort and perseverance. They encourage students to overcome their limitations and to reach beyond their current achievements in an attempt to fulfill their potential.

Excellent faculty are committed to education as a profession. They value their work highly because of the intrinsic satisfaction they derive from knowing that they have helped students to learn and succeed in their personal and professional lives. Regardless of circumstances, commitment to their students does not waiver.

Excellent faculty, who are committed to the mission and goals of their respective institution, project a positive attitude about students' ability to learn. Outstanding faculty have a strong commitment to the open admissions policy; they believe that students with diverse needs can learn and as a result challenge them accordingly. This belief is a motivating force for students and faculty.

Excellent faculty display behavior consistent with professional ethics. They are aware that a failure to commit to professional standards weakens the profession. They guard against behavior that may distract from the teaching/learning process. These faculty maintain the most professional and ethical relationships with students and colleagues.

INTERPERSONAL SKILLS

Excellent faculty in the Connecticut Community-Technical College system interact actively and positively with students and colleagues. Their interpersonal skills are evident in their interaction with all members of the college community, local citizens and businesses, civic and governmental representatives.

Excellent faculty treat all individuals with respect. This respect characterizes all of their dealings with students, especially when providing corrective feedback. This professional attitude is critical when they interact with any member of the community.

Excellent faculty respect diverse talents. They recognize that students have different learning styles and bring different talents and backgrounds to the teaching/learning process. Consequently, they encourage students to develop their individual learning abilities. Excellent faculty work collaboratively with colleagues. They know the

importance of bringing their collective strengths to deal with departmental, campus and college issues in order to achieve excellence in the teaching/learning process. Faculty collaborative efforts serve as a model for students inside and outside of the classroom. Excellent faculty are available to students. They realize that student contact with faculty is critical to the teaching/learning process. Faculty provide students ample opportunities for such contact and encourage students to meet and interact with them.

Excellent faculty listen attentively to what students say. They are sensitive to non-verbal and verbal cues and are careful in their analysis of a student's written work. They pay attention to student feedback in critiquing and improving their own performance. Excellent faculty are responsive to students' needs. They realize that students, in addition to requiring academic support, often need encouragement and individual attention as they try to adjust to the varied demands in their lives. These faculty can provide legitimate and appropriate responses to students' needs. They are careful to maintain a professional approach in all of their interactions with students.

Excellent faculty are fair in their evaluations of students. They maintain objectivity and follow carefully the evaluation criteria provided in the syllabus at the beginning of each term. They do not allow subjective opinions to interfere with evaluations of students.

Excellent faculty present ideas clearly. They are good transmitters as well as good receivers of messages. Faculty and students agree that communicating ideas clearly is one of the most important interpersonal skills.

Finally, excellent faculty create a climate which is conducive to learning. They know that the atmosphere which surrounds learning can have a significant impact on learning. These faculty view situations and events in perspective, taking themselves and their subject matter with appropriate seriousness, but respecting the fact that there are important disciplines and interests in life other than theirs. In some cases, that sense of balance and perspective may be manifested in a sense of humor. In other cases, tolerance, open-mindedness, acceptance, approachability and sensitivity may be the positive characteristics that create the atmosphere conducive to learning.

KNOWLEDGE BASE

Excellent faculty possess a broad range of intellectual skills and knowledge necessary for superior performance. They have a thorough understanding not only of their own work areas and disciplines, but also of how students learn and develop. This foundation is essential in the context of the open admissions policy of the college.

Fundamental to excellence is that faculty are knowledgeable about their particular discipline. This knowledge includes substantive content as well as keen insight into the roles they play in their departments and on campus as a whole. These faculty share their knowledge with one another in a collegial effort to achieve an excellent teaching/learning process at the college. There is no substitute for faculty members' having an in-depth knowledge of their field in order to transfer knowledge to students. Without this strong base, faculty are ill-prepared to foster student learning, even if their motivational techniques and interpersonal skills are sound.

Excellent faculty are knowledgeable about how students learn. They understand established principles of learning which serve as a foundation for the work they do with the students they advise, teach, and academically support. This knowledge encompasses the heterogeneous nature of our campus.

Excellent faculty integrate current subject matter into their work. Students should have the information and the results of research which reflect the latest work in the field. These faculty update their professional skills, knowledge base, and resources to make their instruction meaningful, timely and refreshing to students.

Excellent faculty provide perspectives that include a respect for diverse views. They provide a variety of theories and interpretations that represent the best thinking in their field. Moreover, they demonstrate to their students an openness and willingness to communicate and share differing views. These faculty are particularly sensitive to the varied needs of the entire student body who represent a wide variety of cultures and academic traditions. Excellent faculty do their work in a well-prepared and well-organized manner. Faculty have clear learning goals and well planned activities which enable students to master content material and to process and apply information. Faculty proceed logically and use time effectively so that students learn as much as possible. Faculty provide assistance to students in a clear manner so that they know and use the College's educational systems effectively.

APPLICATION OF KNOWLEDGE BASE

Excellent faculty apply major principles of learning into practice as they carry out their responsibilities related to the teaching/learning process. These faculty continually seek ways to meet the individual needs of students and to help students learn effectively and efficiently. Excellent faculty provide students with alternative ways of learning. This implies that faculty understand different learning styles and analyze the effectiveness of various instructional strategies. Faculty match students' individual learning styles by employing a multi-modal learning environment. Faculty help students to discover ways of learning and provide assistance to students as they develop their educational plans.

Excellent faculty stimulate intellectual curiosity. They develop challenging presentations and activities while maintaining an appropriate level of complexity. Faculty create an interactive learning environment in which students are active not passive learners. Excellent faculty encourage independent thinking. Students develop an independence in acquiring, analyzing and accessing knowledge in the process of assuming more responsibility for their own learning. The faculty member's role becomes less of a communicator of information and more that of a mentor who guides students in the pursuit of learning. These outstanding faculty understand that students must develop independent thinking in order to make the most productive use of their talents and abilities.

Excellent faculty encourage students to be analytical listeners. To develop their students' intellectual curiosity, they provide opportunities for students to analyze carefully what they hear. As students listen more carefully and more critically, they will be able to engage in more mature conceptual thinking.

Excellent faculty provide cooperative learning opportunities for students. In recognition of current research on learning, faculty plan learning strategies that promote collaborative study among students. As students understand that learning is properly a collaborative rather than a competitive activity, the entire educational process will be enhanced. Excellent faculty provide constructive feedback to students promptly. They understand that timely feedback which promotes positive action is most useful to students. Excellent faculty give consideration to feedback from students and others. These faculty know the importance of analyzing and evaluating their own performance. This feedback from students, colleagues and observers is welcomed as a positive resource for their own improvement. Excellent faculty use this feedback to make immediate adjustments that improve student learning.

Excellent faculty provide clear and substantial evidence that students have learned. This evidence allows students and faculty to have realistic appraisals of their performance and to know the effectiveness of their work. In order to acquire this evidence, these faculty first establish clear objectives and performance standards. With this positive evidence, excellent faculty can enjoy the professional and personal satisfaction of work well done.

APPENDIX B

PERFORMANCE STANDARDS AND INDICATORS

MINIMUM GUIDELINES FOR PERFORMANCE

STANDARDS AND INDICATORS

Performance indicators translate each of the four Standards of Instructional Excellence into questions that indicate the degree to which the faculty member demonstrates instructional effectiveness. The indicators are to be considered guidelines for documentation and are not intended to be used as a definitive list of required behaviors. The Standards, as described in Appendix A, are the authoritative source of the guidelines. [Appendix C correlates the performance indicator questions with specific items on the Student Rating, Classroom Observation, and Self-Appraisal forms for four different instructional settings – classroom, laboratory, studio, and ESL] (Note: This last statement is optional depending on how the student rating forms are constructed.)

MOTIVATION: Intrinsic Motivation and the Ability to Motivate Others

Using information from the Student Rating Items, the Instructional Observation items, and the Self-Appraisal items, how and to what degree does the faculty member:

1. **Set challenging performance goals for students?**
2. **Display a positive attitude toward students?**
3. **Set challenging professional and performance goals?**

INTERPERSONAL SKILLS: Interactions with Students and Colleagues

Using information from the Student Rating Items, the Instructional Observation items, and the Self-Appraisal items, how and to what degree does the faculty member:

1. **Treat students with respect?**
2. **Relate with students in a positive way?**
3. **Make him/herself available to students?**
4. **Meet classes as scheduled?**
5. **Respond to students' needs provide helpful feedback as to their academic progress?**
6. **Communicate clearly to students?**
7. **Evaluate students' work fairly?**

8. **Submit grades and other reports on time?**
9. **Work collaboratively with colleagues?**
10. **Participate in department/division/college meetings?**

KNOWLEDGE BASE: Content and Pedagogical Knowledge

Using information from the Student Rating Items, the Instructional Observation items, and the Self-Appraisal items, does the faculty member demonstrate:

1. **An understanding of principles of student learning?**
2. **Evidence of being current in his/her discipline?**
3. **Evidence of being current in pedagogy?**
4. **Ability to conduct a well-prepared and organized class/laboratory/clinical session?**
5. **Ability to develop clear learning goals and to design and implement instructional activities to carry out those goals?**

APPLICATION OF KNOWLEDGE BASE: Applying principles of learning into practice

Using information from the Student Rating Items, the Instructional Observation items, and the Self-Appraisal items, how does the faculty member demonstrate the following:

1. **Provide assignments that promote independent thinking?**
2. **Design curriculum materials and assignments that promote critical thinking?**
3. **Present curriculum materials in a variety of ways?**
4. **Clearly relate tests, graded assignments, evaluation procedures to the content and objectives of the course?**
5. **Provide timely feedback to students about their academic progress?**

APPENDIX C

A SAMPLE COLLEGE POLICY FOR THE ADMINISTRATION, COLLECTION, AND PROCESSING OF THE STUDENT RATING FORMS

INSTRUCTIONS FOR ADMINISTERING STUDENT RATING FORMS

STUDENT RATING ITEMS OF INSTRUCTION

A SAMPLE COLLEGE POLICY FOR THE ADMINISTRATION, COLLECTION, AND PROCESSING OF THE STUDENT RATING FORMS

Administrator of Forms

The Academic/Learning Dean or designee will assign individuals to administer the forms.

Preparation of Forms

The Academic/Learning Dean's office and/or other designated units will prepare the student rating form packets. The outside of each packet will have the identification numbers of the instructors and courses and the return point(s) for the packet of completed forms. The inside of the packet will contain the instructions for the administrator of the forms and the appropriate rating forms.

Administration of Forms

The administrator will pick up the packets and carefully follow the Connecticut Community-Technical Colleges Instructions on Administering Student Rating Forms.

Checking of Packets

The Academic/Learning Dean will designate an individual to check the returned packets for correct identification numbers.

Processing the Forms

The Academic/Learning Dean designates the individual(s) who will scan the student rating forms and generate confidential statistical reports from the forms. Each statistical report will contain the instructor's identification number as it appears on the forms. In the case where the instructor teaches in different learning environments (laboratory versus classroom, etc.) and different forms are employed to assess these environments, separate

statistical reports will be generated for each type of form used. The confidential statistical reports will be given to the Academic/Learning Dean who will give them to the evaluators writing the overall performance reports.

Storage of Information

The Academic/Learning Dean will specify a secure location for the storage of electronic information. The Dean will also identify a location for the completed student rating forms until the forms are returned to the faculty member at the end of the semester following submission of grades.

CONNECTICUT COMMUNITY-TECHNICAL COLLEGES

INSTRUCTIONS ON ADMINISTERING STUDENT RATING FORMS

Prior to distributing the student rating forms, the administrator must make sure that the proper form is being used. The form must correspond to the instructional setting to be evaluated. The instructional setting (classroom, ESL, clinical, laboratory, or studio) is printed in the upper right-hand corner of the form.

The administrator is to communicate the following to the students evaluating instruction.

- The purpose of this form is to gather students' opinions, perceptions, and reactions to the instruction in this course. A total of the responses will be used in understanding and assessing the instruction.
- Individual comments will remain confidential.
- Each student shall mark an individual evaluation form representing his/her personal opinion(s). No class discussion or group opinion should be reflected on the evaluation forms.
- Students auditing the course will not participate in rating the instruction.
- A number two pencil is to be used to darken the bubbles. As administrator, demonstrate how to fill-in a bubble. Marks extending beyond the bubble or light marks may cause a misread by the scanning machine.
- In the box labeled "Instructor ID Number" you will bubble-in the following code (administrator see code on envelope). And, for the box labeled "Course ID" you will bubble-in the following code (administrator see code on envelope).
- Please take the next twenty minutes to complete your form. Also, try to respond to the questions on the backside of your form.
- Return completed forms to me. Thank you.

In ESL instructional settings, the administrator may have to allow more time for form completion. In addition, the administrator may have to interpret selected words on the form.

Completed forms must be placed in the envelope which must be returned to the designated site or person as specified by the Academic/Learning Dean of the College.

STUDENT RATING FORMS' ITEMS FOR DIFFERENT INSTRUCTIONAL SETTINGS

CLASSROOM	CLINICAL	LABORATORY	ESL	STUDIO
The instructor returns tests and graded materials promptly.	The instructor regularly evaluates progress in achieving learning objectives.	The instructor provides feedback as to how well I am doing in the laboratory.	The instructor returns tests, compositions, and homework to the students within a reasonable time period.	The instructor promptly evaluates students' assignments.
The instructor provides feedback as to how well I am doing in the course.	The instructor provides frequent feedback on my progress.	The instructor is available for office hours and/or individual conferences.	The instructor makes helpful comments about my work in this course.	The instructor gives me clear feedback on what is successful and what needs further consideration.
The instructor is available for office hours and/or individual conferences.	The instructor is readily available for consultation.	The instructor treats students with courtesy and respect.	The instructor takes extra time for office hours and/or individual conferences.	The instructor is available for office hours and/or individual conferences.
The instructor treats students with courtesy and respect.	The instructor treats students with courtesy and respect.		The instructor respects students.	The instructor treats students with courtesy and respect.
What have you especially liked about this course?	What have you especially liked about this clinical experience?	What have you especially liked about this laboratory experience?	What have you especially liked about this course?	What have you especially liked about this course?
What suggestions could you make to improve this course?	What suggestions could you make to improve the clinical experience?	What suggestions could you make to improve the laboratory experience?	What suggestions/ new ideas do you have to make this a better course for future ESL students?	What suggestions could you make to improve this course?

STUDENT RATING FORMS' ITEMS FOR DIFFERENT INSTRUCTIONAL SETTINGS

CLASSROOM	CLINICAL	LABORATORY	ESL	STUDIO
The instructor presents course objectives in a clear and understandable way.	The instructor helps students identify health care priorities in the clinical se ing.	The instructor presents lab session objectives in a clear and understandable way.	The instructor has explained the objectives of this course clearly.	The instructor presents course objectives in a clear and understandable way.
The instructor conducts a well-organized class.	The instructor is well prepared for the clinical assignment.	The instructor conducts a well-organized laboratory session.	The instructor organizes the lessons well.	The class is organized effectively using a combination of lecture, demonstration, and individual instruction methods.
The instructor encourages me to think about the subject matter.	The instructor challenges and motivates me to learn and apply theory to clinical settings and procedures.	The instructor encourages me to think about applying the subject matter to laboratory activities.	The instructor creates learning activities which help students to think independently.	The instructor challenges and motivates students to work toward and to explore their full creative potential.
The instructor encourages students to participate in class discussions and to ask questions.	The instructor uses many methods to involve me in the daily activities at the clinical site.	The instructor encourages students to participate in laboratory discussions and to ask questions.	The instructor wants students to ask questions, to speak, and to participate in class.	The instructor encourages students to ask questions and participate in class critiques.
The instructor creates an atmosphere in class which promotes learning.	The instructor helps us understand the relevance and importance of theory in the clinical setting.	The instructor challenges me to learn new theories and applications in the laboratory setting.	The instructor motivates students to learn and to do their best.	The instructor establishes an atmosphere in which students are both challenged and nurtured.
The instructor provides assignments which help me to learn the subject matter of this course.	The out-of-clinical assignments significantly contribute to learning.	The instructor provides laboratory assignments that are related to the course goals and enhance the course curriculum.	The instructor gives classwork and homework assignments which help me to learn English.	The instructor provides assignments that help students develop technical, aesthetic, and conceptual skills and understandings relating to the subject matter.
The instructor presents the subject clearly.	Directions for clinical assignments are clear and specific.	The instructor demonstrates enthusiasm for and interest in the subject.	The instructor presents the lessons in an interesting and clear way.	The instructor presents techniques and information concerning the subject clearly.
The instructor demonstrates enthusiasm for and interest in the subject.	The instructor displays enthusiasm for working in the health care field.	The instructor is actively helpful and accessible throughout the laboratory period.	The instructor likes teaching English.	The instructor demonstrates enthusiasm for and interest in the subject.
The instructor uses class time effectively.	The instructor helps us use our time efficiently.	The instructor provides clearly defined grading procedures and standards.	The instructor uses our time in class effectively.	The instructor uses class time effectively, moving between group and individual instruction.
The instructor provides clearly defined grading procedures and standards.	The instructor's grading system was clearly explained.	The instructor returns work completed by the student promptly.	The instructor has clearly explained the grading system for the course.	The instructor provides clearly defined grading procedures and standards.

APPENDIX D

INSTRUCTIONAL OBSERVATION FORMS

Suggested Guidelines

Each instructional observation form contains as many as four questions. To answer the main questions, the evaluator may want to **consider** using some of the guideline questions suggested here under the main questions one through four. The guideline questions can be substituted for other considerations observed during the visit.

1. Was the lesson organized and clearly presented? (goals, objectives, sequencing of information, use of teaching technologies, etc.)

Did the instructor present a clear objective(s) or plan for the lesson?

How clearly did the instructor communicate the objective(s) or plan to the students?

Did the instructor carry out the objective(s)?

Did the instructor use time efficiently?

Did the instructor make effective use of appropriate teaching aids?

2. Describe the level of student interest and participation. (motivation, evidence of learning, etc.)

Did the instructor give students an opportunity to ask questions?

Did the instructor encourage involvement of all students?

What evidence was there that different students' needs and abilities were accommodated?

Was the instructor able to approach difficult concepts in a variety of ways?

What evidence was there that the students were engaged in the subject matter?

3. Describe the quality of interpersonal relations between the instructor and students. (rapport, respect, etc.)

Was the instructor's attitude respectful toward the students?

Were the students respectful of the instructor?

Were the students respectful of one another?

4. What was particularly effective about the instruction? What specific suggestions would you make concerning how instruction could be improved?

Answers to the questions should be as complete as possible. The answers will be used to address specific standards and will serve as a summary of the instructional observation to be shared with the faculty member at the post-conference.

An Example of a Satisfactory Instructional Observation

1. Was the lesson organized and clearly presented?

The instructor clearly and concisely introduced the major objectives of the lesson on DNA replication, and effectively summarized the presentation within the context of the pre-stated objectives. Major ideas (state these if possible) of the presentation were clearly presented to the class at an appropriate pace to assure understanding as evidenced by classroom discourse. Class time was used effectively for making major points and for drawing logical connections between the generalities and specifics of the material (use examples if possible). A number of teaching technologies, handouts from transparencies, board illustrations, and a computer simulation, were used to facilitate assimilation of the concepts presented.

2. Describe the level of student interest and participation.

The instructor checked at intervals to make sure the students understood the concepts. The instructor asked, "How does this concept (DNA synthesis) relate to our prior session?" or "What is the importance of DNA synthesis?" Students felt comfortable interrupting for clarification or for sharing an understanding about the concepts presented. The instructor used a variety of instructional strategies (handouts, board illustrations, computer simulations, and small groups problem-solving sessions) to accommodate different

ability levels and different learning styles. Also, the students, who quickly got the concepts, were asked to share their findings and the process of discovery with the other students. If concepts needed re-explaining, the instructor used analogies and associations other than what was previously introduced. The enthusiasm the instructor showed for the subject was also shared by the students.

3. Describe the quality of interpersonal relations between the instructor and students?

> *The instructor had structured the class so that it was student-centered. Student responses were woven into the framework of the lesson. The instructor used a variety of approaches (small group work, etc.) to encourage student response and participation. Students participated as both learners and teachers. On one hand, students did not hesitate to ask for clarification on a concept or statement; on the other hand and in a respectful manner, they challenged the instructor or their student colleagues by sharing their points of view or beliefs. Overall, the instructor set a respectful attitude by eliciting courteous remarks, speaking directly to the students, and modeling positive behavior during debate or when an opposing viewpoint was offered.*

4. What was particularly effective about the instruction? What specific suggestions would you make concerning how instruction could be improved?

> At this point the evaluator summarizes the effectiveness of the instruction according to the four categories of the standards (motivation, interaction with students, knowledge base, and knowledge base applied). The above statements illustrate an excellent instructional setting, and most likely there would be no suggestions for improvement. Where there is obvious need for improvement, that would be stated here.

INSTRUCTIONAL OBSERVATION FORM

FOR CLASSROOM AND ESL SETTINGS

Faculty
Member_____

Evaluator_____

Date_____

Class_____

> 1. Was the lesson organized and clearly presented?
>
> 2. Describe the level of student interest and participation.
>
> 3. Describe the quality of interpersonal relations between the instructor and students.
>
> 4. What was particularly effective about the instruction? And, what specific suggestions would you make concerning how instruction could be improved?

INSTRUCTIONAL OBSERVATION FORM

FOR CLINICAL SETTINGS

Faculty
Member_____

Evaluator_____

Date_____

Class_____

1. How does the instructor help students to apply theory to solve problems in the clinical setting?

2. How does the instructor challenge students to think?

3. Describe the quality of interpersonal relations between the instructor and students.

4. What was particularly effective about the instruction? And, what could be done to improve the clinical offering?

INSTRUCTIONAL OBSERVATION FORM

FOR LABORATORY AND STUDIO SETTINGS

Faculty
Member_____

Evaluator_____

Date_____

Class_____

1. Was the laboratory or studio lesson organized and clearly presented?

2. Describe the level of student interest and participation.

3. Describe the quality of interpersonal relations between the instructor and students.

4. What was particularly effective about the instruction? And, what could be done to improve the laboratory or studio offering?

APPENDIX E

SELF-APPRAISAL FORM

Suggested Guidelines

The self-appraisal statements and questions require a faculty member to focus on three perspectives: (1) meeting of the teaching excellence standards, (2) achieving the goals and mission of the college, and (3) describing his/her professional development plan.

Responses to the following statements and questions should be as complete and detailed as possible and should give as many examples as possible. The completed document is to be limited to two pages.

1. List your professional goals relative to teaching and learning, and state how you achieved them in the past three years.

2. List the professional, community, and college activities (consistent with the mission of the college) that you have been involved in during the past three years.

3. List your professional goals (institutional, community, and instructional) for the next three years and state how you plan to achieve them.

4. What have you done to create a challenging and stimulating teaching/learning environment for your students?

> Have you introduced new instructional approaches?
>
> Have you individualized instructional techniques and approaches to meet the diverse needs and abilities of students?
>
> Have you developed and/or revised course materials?

An Example of a Satisfactory Self Appraisal

List your professional goals for teaching and learning, and state how you have achieved them in the past three years.

> *Modified my instructional style (motivation and application of knowledge base standard) to include more use of cooperative learning methods and increased the use of multiple forms of assessment to monitor student learning. An analysis of student performance indicates that student*

learning has not diminished with these new methods and student ratings indicate they perceive the class as more participatory and learning-centered.. Offered the course during evening and weekend hours for spring semester 1998.

Expanded my knowledge base (performance standard) in my biological discipline (knowledge base standard). Prepared to teach the Human Genetics course by attending courses and seminars at BIO University (June 1996 – June 1998). Joined the National Science Teachers Association and GenesR'US Consortium of Colleges and Universities (March 1998 – present) to explore various delivery formats and instructional methods for teaching this subject. Attended a week-long national seminar at the NSF Institute, Washington, D.C., on computer simulations and web-based learning in genetics (April, 1999).

2. List the professional, community, and college activities (consistent with the mission of the college) that you have been involved in the past three years.

- *Professional and College Activities: Served on the following college and systemwide committees : Teaching Mathematics Across Curricula (1996-97) – college committee creating models to infuse mathematics in humanities and arts curricula, Applying Science and Mathematics in Health Care (1997-98) - college committee addressing how science and mathematics should be reinforced in health courses, and Academic Models Committee (1998-present) – systemwide committee addressing students' outcome standards for a learning paradigm.*
- *Professional and Community Activities: Involved in the following community groups: Futures in Gene Technology (1996-present), group of genetech industries that plan educational programs for sixth through ninth graders. Worked closely with High Standards Elementary School to improve science curriculum and instruction (NSF grant and participated 1996 - present).*
- 3. List your professional goals (institutional, community, and instructional) for the next three years and state how you plan to achieve them.
- *Institutional Goals: Increase enrollment in the science department by offering different science courses at times convenient for students and by different delivery modes and by identifying employers' needs for their employees' knowledge of and training in the sciences. Such employers could be Genetech, BioConcern, Make It Twice, and Human Adventures.*
- *Community: Continue to work with High Standards Elementary School on their new NSF planning grant. Expand contacts with community groups by serving on boards and commissions such as the Water and Air Commission, City Gene Tech Advisory Counsel, and Health Care Council on Genetics.*
- *Instructional: Develop Science modules using a variety of technologies such as compressed video and prepared video tapes.*
- 4. What have you done to create a challenging and stimulating teaching/learning environment for your students?
- *For the Human Genetics course, I have done the following.*
- *Used a portion of the laboratory to have seminars on special topics. Students are given assignments weeks in advance to research topics for presentations.*
- *Introduced computer simulated programs on genetic combinations and human*

disorders.

- *Identified appropriate video media (films and videos) to illustrate such concepts as cell metabolic processing and DNA and RNA replication.*
- *Used a portion of laboratory time mid- and end-of-semester to conference with students about their progress in the course and their educational goals.*
- *Developed computerized tests that students could take on their own time but within a specific time.*

The evaluator should review the self-appraisal statement for the following:

1. To what extent do the written statements correspond to the standards' performance categories and the College mission statement?

2. To what end has the faculty member accomplished his/her stated goals?

3. To what extent does it appear that the faculty member creates a challenging and stimulating teaching/learning environment for students?

SELF APPRAISAL FORM

Name_____

College_____

Department/Division_____

Date Submitted_____

Please respond briefly with specific examples to the following statements and questions. Responses should be typed and the document should be no more than two pages.

1. List your professional goals for teaching and learning, and how have you achieved them in the past three years.

2. List the professional, community, and college activities (consistent with the mission of the college) that you have been involved in during the past three years.

3. List your professional goals (institutional, community, and instructional) for the next three years and state how you plan to achieve them.

4. What have you done to create a challenging and stimulating teaching/learning environment for your students?

Have you introduced new instructional approaches?

Have you individualized instructional techniques and approaches to meet the diverse needs and abilities of my students?

Have you developed and/or revised course materials?

APPENDIX F

OVERALL PERFORMANCE FORM

Guidelines

The overall performance report must reflect evidence drawn from the student ratings, an instructional and the self appraisal. The overall performance report will be concluded as "satisfactory," or "adequate – but needs improvement," or "unsatisfactory." The descriptions of these categories and their processes of remedy follow.

Satisfactory Performance: This rating indicates that the faculty member is performing effectively and has consistently met or exceeded the performance standards.

Adequate Performance, But Needs Improvement: This rating indicates that the faculty member is performing adequately, but has some areas that need improvement. This rating also indicates that there is evidence to suggest that professionally competent performance is possible with appropriate professional development and assistance. The faculty member will work with the evaluator to construct an improvement plan that will be used to help the faculty member achieve satisfactory performance. A post review, consisting of a partial evaluation, will take place within one year of the date on the plan.

Unsatisfactory Performance: This rating indicates that the faculty member is not meeting the majority of the standards. The faculty member will work with the evaluator to construct an improvement plan that will be used to help the faculty member achieve satisfactory performance. A post review, consisting of a partial evaluation, will take place within one year of the date on the plan.

An Example of a Satisfactory Overall Performance Report

1. Please describe the strengths of the faculty member's performance as related to the categories of the standards (intrinsic motivation and the ability to mc vate others, interpersonal skills, knowledge base, and skill at applying that knowledge base).

Motivation: Professor X sets and pursues challenging professional goals for himself in his discipline and related knowledge areas dealing with adult learning and for his students. This is evident by his construction of a new course, Human Genetics, and the pursuit of learning (attending university courses and professional seminars – list these) to construct the course, his involvement with the college and community to improve student learning (list activities), his use of a variety of teaching techniques and technologies to stimulate student learning in his classes (list technologies), and a majority of his classes agree that he creates an atmosphere which promotes learning and that he demonstrates enthusiasm for and interest in the subject matter.

- *Interactions: Professor X is very active with college and community groups and has positive, respectful interactions with his students. He has been an active member on such committees as: Teaching Mathematics Across Curricula, Applying Science and Mathematics in Health Care, and Academic Models. He is also active with the High Standards Elementary School, the Diabetes Society, and the Future in Gene Technology Group. He has structured his class to maximize his interactions with students and interactions between students. The majority of students agree that they are treated with respect, encouraged to participate in class discussions, clearly know what the instructor is teaching and what they are expected to learn.*
- *Knowledge Base: Professor X appears to have a clear understanding of adult learning principles by sequencing his materials so that students can move from one concept to another and by demonstrating how one concept relates to another. The majority of students agree that he conducts a well-organized class and uses class time effectively.*
- *Application of Knowledge Base: Professor X has organized his classes to maximize giving students feedback and direction for improvement. This is evident in the way he has organized his laboratories and by the majority of students reporting that he provides regular feedback and returns tests and graded materials promptly.*

2. If observed, please describe succinctly the areas of the faculty member's performance needing improvement as related to the Standards in Appendix B.

At this time, Professor X shows no areas which need improvement in instruction Overall, Professor X is commended for his excellence performance.

OVERALL PERFORMANCE FORM

Faculty Member_____

Department/ Division_____

Evaluator/Title_____

Semester of Evaluation_____

Please describe succinctly the strengths of the faculty member's performance based on the Standards of Instructional Excellence (Appendix A), the Guidelines for Performance Standards and Indicators (Appendix B) and the overall professional responsibility of the teaching faculty.

If observed, please describe succinctly the areas of the faculty member's performance needing improvement. The areas should relate to the Standards in Appendix B.

Overall Rating

Satisfactory

Adequate, but needs improvement

Unsatisfactory

Recommended Rating:_____

_____

signature of faculty member

_____ _____

Signature of evaluator Date

APPENDIX G

PROFESSINAL DEVELOPMENT FORM

Suggested Guidelines

The professional development plan should be completed as part of the evaluation summary process. Based on the results of the evaluation process, faculty members, working collaboratively with their supervisors, should identify specific goals and objectives, for the next evaluation period which are consistent with professional, departmental, college and system goals. The plan should be used to determine what timelines and resources will be necessary to ensure the successful achievement of the goals and objectives. Anticipated outcomes should be stated as clearly as possible. Plans covering three years may want to include annual post-review dates to update and refine the plan.

PROFESSIONAL DEVELOPMENT PLAN

Faculty Member_____

Evaluator_____

Date_____

Evaluation Period_____

Professional Goals and Objectives (Please reference performance standards):

Planned Activities, Tentative Timeline and Resources Necessary for Achievement of Goals:

Anticipated Outcomes:

Post-Review Date:_____

_____ _____

Faculty Signature Date Evaluator Signature Date